

Dawson Public School Annual Report



2016



4446

Introduction

The Annual Report for **2016** is provided to the community of **Dawson Public School** as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

Belinda Davies

Principal

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School background

School vision statement

Dawson Public School is committed to creating a safe and caring environment where students develop the knowledge and skills that will enable them to become lifelong learners. This will involve learning skills and attitudes that will enable students to engage in learning at all levels across all aspects of their lives. It will encompass learning social skills as well as fundamental skills necessary for full participation in formal schooling.

We are committed to giving students opportunities to develop a sense of belonging and be able to make meaningful connections to others in the school, community and the wider world.

School context

Dawson Public School was established in 1972. Enrolments average 360 students P-6. Twelve percent of enrolments are Aboriginal and Torres Strait Islander students and forty-one percent have a non-English speaking background. Dawson Public School is the first appointment for the majority of our staff. Our staff has a number of temporary teachers.

Dawson Public School has a strong academic focus on core subjects delivered by highly qualified and enthusiastic teachers. The school is committed to providing a happy environment where everyone has the opportunity to achieve their personal best.

Dawson Public School is committed to providing quality education for all students with a particular focus on raising outcomes achieved in literacy and numeracy. The school receives additional funding which enables us to provide additional support for students, up to date resources and invest in innovative technologies to support learning.

We provide many opportunities for students to participate in sporting, performing arts, visual arts and leadership programs. The school has a strong and active student representative council. Students are given opportunities to make decisions, build individual character and promote social responsibility and respect for others within a safe and caring environment.

Dawson Public School is welcoming and friendly and values community involvement and participation. It is set on a large site which is attractive and well maintained.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

This year, our school undertook self-assessment using the School Excellence Framework. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

During 2016, the school Executive Team participated in professional learning to increase their knowledge of using evidence to guide school evaluation and planning. This knowledge was used to lead the school staff in 'mapping' and 'charting' the schools progress towards meeting the expectations across the three domains of Learning, Teaching and Leading. The school continued to implement the three year plan.

In the 'Excellence in Learning' domain it was generally found that teachers were continuing to sustain and grow in their understanding of the skills students bring with them and are able to plan and differentiate instruction. The school continued to implement a case management approach and used data to target intervention across the school. All class teachers have undertaken training in differentiating instruction. The training has differed depending on the grade taught. Professional learning included L3 Kindergarten, L3 Stage 1, L2, TEN (K-2) and TOWN (3-6). We continued to develop the capacity to engage parents as active participants in children's education. Plans are in place to work in partnership with external agencies to strengthen this area.

In the 'Excellence in Teaching' domain, it was generally agreed that the school was working within the sustaining and growing domain. Teachers regularly use data effectively to plan and are developing in the ability to give students effective feedback. The school has developed some organisational structures that facilitate collaborative practice and have developed links with other educational providers to enhance programs offered. There are strong inter-school relationships (Shalvey Hub) with five local schools working together to support literacy and numeracy instruction through coaching and mentoring. The appointment of an Instructional Leader in 2017 will further enhance this area.

In the 'Excellence in Leading' domain there is a shared sense of ownership and a belief that all students can learn and

be successful. The school was generally sustaining and growing in many aspects in this domain. The school has in place an organisational structure that enables management systems and processes to work effectively. Resources are used effectively to support the school's vision.

Our self-assessment process will assist the school to refine the strategic priorities in our School Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

Strategic Direction 1

Key Learning

Purpose

Engage every child with a differentiated and challenging, relevant curriculum focused on innovative and measurable growth and performance.

To equip students with the skills that will enable them to relate well to others and form and maintain healthy relationships.

To create a learning environment where students develop a core of academic content knowledge, deep learning and the ability to use, critique and apply it by working collaboratively, solving problems and connecting through technology.

Overall summary of progress

Teachers at Dawson Public School have implemented a range of strategies to ensure that students are provided with a differentiated curriculum that meets individual needs. To be able to do this teachers are required to have thorough understanding of every child's achievement levels. During 2016 teachers have analysed and used student assessment data to plot progress on PLAN and on the literacy and numeracy continuums. Teachers have participated in regular professional learning in stage teams to build their skills in using the performance data during regular timetabled team time and planning sessions. The executive team in consultation with support and intervention teachers used the data to target programs of support for students who require additional help. The school wide data is monitored and analysed and used to determine future directions for the school.

Dawson Public School has been supported by the Early Action 4 Success National Partnership. We have the support of instructional leaders from the Shalvey Hub. The Instructional Leaders support K-2 teachers with the implementation of literacy and numeracy programs. They provide the training and support for the implementation of L3 in Kindergarten and Stage One. K-2 reading levels are monitored every five weeks and students at risk of not meeting targets are given additional opportunities to practice. K-2 teachers have all been trained in L3 and TEN and teach the skills of reading and writing and mathematics in small groups of three to four students. An interventionist teacher has been trained in L2 to support those students in Year 2 who require additional support.

Case Meetings were conducted weekly so that teachers could discuss students with whom they needed instructional help. The Principal, Stage Leader and teacher came together in scheduled case management meetings to discuss the student's work and collaboratively problem solve strategies that may benefit identified students.

PLAN data was used to target students 3-6 who required additional help especially in writing. Intervention teachers in consultation with the class teachers and executive team targeted students who required tier two and tier three interventions. Both in class support and withdrawal options were utilised based upon the individual needs of the student.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
90% of students K-2 achieve stage appropriate literacy and numeracy targets.	56% of Kindergarten students finished the year at a stage appropriate cluster in Reading Texts. 100% of Kindergarten students finished the year at a stage appropriate cluster in Early Arithmetic Strategies. 60% of Year 1 students finished the year at a stage appropriate cluster in Reading Texts. 82% of Year 1 students finished the year at a stage appropriate cluster in Early Arithmetic Strategies.	See key initiatives EAfS and Low SES
80% of students 3-6 meet grade appropriate clusters on the literacy continuum in writing.	School assessment data indicated that 49% of Year 3-6 students met stage appropriate clusters in writing with a further 29% one cluster behind.	See key initiatives EAfS and Low SES

Next Steps

This section includes future directions for 2017 and ensures the 3-year plan remains on track to provide high quality educational outcomes.

- Any new staff to K-2 will be trained in L3 Kindergarten or L3 Stage One.
- Instructional Leader appointed beginning day one 2017.
- Investigate a strategy to better support Numeracy across the school.
- Continue to implement a case management approach school-wide.

Strategic Direction 2

Inspired Learning

Purpose

To develop an approach that ensures that strong organisational structures are in place to support teachers to become highly proficient in many teaching practices and be able to assess their impact on students

All teachers model a belief that all students can learn.

Leaders and teachers provide and participate in ongoing professional learning that ensures that all teachers have the necessary skills to use relevant assessment data to differentiate instruction.

Overall summary of progress

At Dawson Public School we have organisational structures in place that enable stage teachers and executive staff to collaboratively plan and work together to improve the teaching and learning of their students. Every fortnight teachers are given a session with their stage team and supervisor to collaborate with their team and plan. During these sessions teachers also discuss work samples, assessments and PLAN data/plotting.

Teaching staff at Dawson are committed to ongoing professional learning to ensure personal development. All teaching staff have developed a Professional Development Plan after discussions with their supervisor which identified between three to five goals for future development. This plan was reviewed bi-annually and feedback was provided to all staff. These plans are used to target whole school and individual professional learning. All staff were committed to developing their professional knowledge with 100% of teaching staff developing a Professional Development Plan in 2016.

Student assessment data is regularly updated and reviewed school-wide to identify student achievement, progress and areas of need. K-2 reading levels are collated every 5 weeks. Whole school PLAN data is plotted, and analysed every 10 weeks. K-2 teachers participate in L3 training and receive external support to implement and monitor TEN. They group students in small groups to teach reading, writing and numeracy. Data is analysed regularly to ensure grouping is fluid, flexible and meeting students needs. A data wall is used to plot all students in literacy and in some aspects of numeracy. This data wall helps highlight areas of need and areas for whole school development.

During 2016, all teachers had the opportunity to participate in Instructional Walks. These sessions enabled teachers to observe lessons and question children regarding their learning. Student responses helped teachers determine if learning intentions and expectations had been made explicit.

Weekly staff meetings are scheduled and these focus on mandatory and whole school areas of focus. Staff are invited to attend workshops and conferences that meet whole school or personally identified professional learning needs.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
100% of teachers implementing effective differentiated teaching and learning programs in Numeracy and Literacy.	In accordance with the Quality Teaching Framework using data driven decision making processes, students have access to a differentiated curriculum. All staff have had the opportunity to participate in TEN, TOWN or L3 training which focuses on curriculum differentiation. All teachers had the opportunity to work with the LST and the case management team to ensure 'at risk' learners were given every opportunity to succeed.	See key initiatives EA4S & Low SES.
100% of teachers identify 3-5 professional learning goals and implement a targeted plan through professional learning.	All teachers identified between 3-5 professional learning goals and undertook professional learning after consultation with their supervisor to support these goals.	\$16,655

Next Steps

This section includes future directions for 2017 and ensures the 3-year plan remains on track to provide high quality educational outcomes.

- Train a staff member from within the school to support the professional development needs of our students in numeracy.
- Continue to support the implementation of L3 by timetabling release time for teachers to attend ongoing training.
- Weekly case meetings held to address the needs of student where teachers need instructional help.
- Professional learning provided to all staff on providing effective student feedback.
- All staff continue to develop a professional development plan.
- The school supports the individual professional learning needs of all staff.

Strategic Direction 3

Learning Community

Purpose

To build a caring community which includes parents as partners. To further develop a culture of collaboration with a focus on core learning and student wellbeing.

Overall summary of progress

Dawson Public School is committed to building a caring community which includes parents as partners. During 2015 the school began to implement a Kids Matter Framework. Kids Matter focuses on creating positive school communities that support the mental health and wellbeing of every member of the school community. KidsMatter has a whole school approach that includes planning for whole school change, professional learning, partnerships with parents, and health and community agencies and action within and beyond the classroom. This year staff have participated in training and have completed Modules 2 and 3. The team have investigated some programs that are being used in the school such as Bounce Back and Life Skills.

The Pre School teachers and kindergarten teachers collaboratively developed a transition to school plan. Each of the Pre School classes was assigned a kindergarten Buddy class. Visits were conducted and information shared. The Pre School children attended K-2 assemblies during term 4 and visited the library weekly. These activities were in addition to Orientation Day. Kindergarten Orientation was held over three weeks where students spent about 60 minutes visiting Kindergarten. A parent information session was conducted where families had the opportunity to meet personnel and find out what to expect when their children start school.

At Dawson Public School parents and community members have the opportunity to engage in a wide range of school related activities. During Term 2 NAIDOC Week activities were held and members of the wider school community were invited to contribute. Throughout the year opportunities existed for parents to participate in meet the teacher afternoons. Links exist with communities of schools, other educational providers and other organisations to support our families.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
The school will provide 4 parent engagement sessions around curriculum per year.	<p>In 2016, Dawson conducted a few parent information sessions based around the curriculum. While sessions were only attended by a few parents, valuable positive feedback was obtained to help in planning future workshops.</p> <p>Workshops included mini-demonstration lessons on literacy and numeracy sessions as to engage parents in the learning process.</p>	\$200 (catering and resources)
100% of community members through the use of interactive technology have the opportunity to engage in home/school communications.	<p>Throughout the year, any information or communication from the school has been accessible for parents via the school website. This included newsletters, notes, dates for the calendar, contact numbers, etc. The website is updated on a regular basis and parents continually access the website which is closely monitored by staff.</p> <p>In 2015, the school introduced an app called 'Skoolbag'. This app allows the school to communicate with parents by providing them instant notifications of events and activities that take place. It also allows parents to text in meeting requests with particular teachers and/or send in an absent notes for their child. Parents have continued to embrace the app and it has been downloaded on over 230 devices to date.</p>	\$1,142

Next Steps

This section includes future directions for 2017 and ensures the 3-year plan remains on track to provide high quality educational outcomes.

- Staff are trained in module four of 'KidsMatter'
- Resources purchased and developed to support the implementation of 'KidsMatter'.
- Ongoing professional learning in 'KidsMatter'.
- Continue to implement 'Lifeskills – tools for transition' program for all students K-6.
- Continue to implement transition to school programs for students moving from preschool to kindergarten and from Year 6 to Year 7.
- Organise a bi-annual community expo to promote the services available to the community in the local area.
- Promote the school app more widely.
- Continue 'meet the teacher' and 'mini demonstration lessons' for parents.
- Continue to communicate with parents through interactive and engaging processes that promote parent voice.

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	Dawson Public School employs a part time Aboriginal school learning support officer (ASLSO) to assist Aboriginal students with achieving their PLP goals, with a focus on literacy and numeracy. All Aboriginal students set learning goals each term in consultation with their teachers and parents. The PLPs are collected and checked for goals and progress each term. All staff have received training in the 8-ways framework and are now implementing this framework into their teaching and learning programs. All students and staff participated in NAIDOC celebrations. Resources were purchased to support these celebrations. This year our Aboriginal students in Years 1-3 along with a buddy participated in a free program run by volunteers from Aboriginal families support services at Anglicare. The children engaged in music, art and cultural lessons to help learn about Aboriginal culture and develop pride in their identity. An outdoor classroom was built so students and teachers could engage in lessons outside, strengthening ties with the land.	\$24,730
English language proficiency	Dawson Public School has approximately 40% of students who are from a language background other than English. The EAL/D teacher has assessed these students on the EAL/D learning progression and has supported the English language proficiency of these students in the following ways –withdrawal for intensive reading and writing lessons for individuals who require it. Students in Kindergarten were withdrawn in small groups for intensive language activities designed to increase their oral language proficiency. All other students were supported in class by the classroom teacher and the EAL/D teacher for reading and writing. The EAL/D teacher worked with classroom teachers to ensure the curriculum was differentiated where needed to support the EAL/D learners, scaffolding was provided along with rich orientations to texts and background vocabulary explained. Resources were purchased to support new arrivals plus existing EAL/D students.	
Low level adjustment for disability	High needs students are supported by highly skilled staff.	\$40,762 SASS staff 1.3 staffing allocation = \$132,627
Quality Teaching, Successful Students (QTSS)	The QTSS funding was used to release executive staff to observe teachers and provide constructive feedback as a part of the Professional Development Plan (PDP) cycle.	\$8,681

<p>Socio-economic background</p>	<p>Additional classes were formed to reduce teacher / student ratios K-6 enabling more individualised instruction.</p> <p>Additional teachers were also employed to enable additional support for students with additional needs.</p> <p>SLSOs employed to support literacy and numeracy programs and provide increased individual and targeted support to students.</p> <p>A speech pathologist was contracted one day per week to support students requiring speech and language support.</p> <p>Additional resources were purchased to support literacy and numeracy programs.</p>	<p>\$386,295 Flexible</p> <p>\$51,010 (0.5 staffing)</p>
<p>Targeted student support for refugees and new arrivals</p>		
<p>EA4S</p>	<p>K-2 students achieve and exceed continuum expectations in Literacy and Numeracy. Teachers are able to effectively use 5 weekly data to plan for instruction in literacy and numeracy.</p> <p>Dawson had a continued involvement with the Shalvey Hub. This enabled us to have the support of an Instructional Leader to provide advice and mentoring for the delivery of literacy programs K-2. All K-2 teachers had access to L3 and TEN training. Resources have been purchased to support literacy and numeracy programs K-2.</p> <p>The Executive team have had access to professional learning each term. Topics covered included Evaluative Thinking and preparation for School Validation.</p> <p>The Principal and an Executive member attended State led training each term and used the information presented at these meetings to support school wide implementation of the strategy.</p> <p>The Principal, Executive team and teachers have had the opportunity to purposefully walk in each other's classrooms. During the walks students were asked questions regarding what they were learning, how they were going, how they could improve and where they could go for help. The answer students gave indicated whether instruction had been made explicit and the learning goals transparent to students. This strategy became a powerful tool for teacher professional learning school wide.</p>	<p>\$5,290 (Training Grant)</p> <p>\$135,980 (Intervention Allocation)</p> <p>\$24,000 (Training Grant)</p>

Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	198	176	164	155
Girls	149	147	143	138

Student attendance profile

School				
Year	2013	2014	2015	2016
K	92	91.8	90.9	92.5
1	92.9	91.8	86.9	92.3
2	92.8	92.2	90.7	92.5
3	91.9	95.5	92.5	93.1
4	92.7	92.6	93.8	91.3
5	90.4	93.8	92.1	93.4
6	92.2	92	91.2	92
All Years	92.1	92.7	91.1	92.4
State DoE				
Year	2013	2014	2015	2016
K	95	95.2	94.4	94.4
1	94.5	94.7	93.8	93.9
2	94.7	94.9	94	94.1
3	94.8	95	94.1	94.2
4	94.7	94.9	94	93.9
5	94.5	94.8	94	93.9
6	94.1	94.2	93.5	93.4
All Years	92.6	92.9	92.2	92.2

Class sizes

Class	Total
KP	16
KM	17
KD	13
1T	25
1W	21
2O	22
2L	20
3G	19
3H	19
4R	25
4B	26
5S	27
5/6T	23
6S/R	22

Workforce information

Workforce composition

Position	FTE*
Principal	1
Assistant Principal(s)	3
Classroom Teacher(s)	12.17
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	1.3
Teacher Librarian	0.6
Teacher of ESL	0.8
School Administration & Support Staff	4.92
Other Positions	0.62

Financial information (for schools using both OASIS and SAP/SALM)

Financial information

The three financial summary tables cover 13 months (from 1 December 2015 to 31 December 2016).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

The information provided in the financial summary includes reporting from 1 December 2015 to 31 August 2016.

Income	\$
Balance brought forward	473 274.00
Global funds	292 230.00
Tied funds	749 700.00
School & community sources	44 566.00
Interest	7 586.00
Trust receipts	20 282.00
Canteen	0.00
Total income	0.00
Expenditure	
Teaching & learning	
Key learning areas	6 254.00
Excursions	25 025.00
Extracurricular dissections	29 095.00
Library	5 353.00
Training & development	0.00
Tied funds	548 218.00
Short term relief	25 725.00
Administration & office	44 588.00
School-operated canteen	0.00
Utilities	44 685.00
Maintenance	15 750.00
Trust accounts	12 615.00
Capital programs	0.00
Total expenditure	0.00
Balance carried forward	0.00

The information provided in the financial summary includes reporting from 1 September 2016 to 31 December 2016.

	2016 Actual (\$)
Opening Balance	0
Revenue	873 560
(2a) Appropriation	848 546
(2b) Sale of Goods and Services	7 561
(2c) Grants and Contributions	16 372
(2e) Gain and Loss	0
(2f) Other Revenue	0
(2d) Investment Income	1 079
Expenses	-409 096
Recurrent Expenses	-409 096
(3a) Employee Related	-327 799
(3b) Operating Expenses	-81 296
Capital Expenses	0
(3c) Employee Related	0
(3d) Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	464 463
Balance Carried Forward	464 463

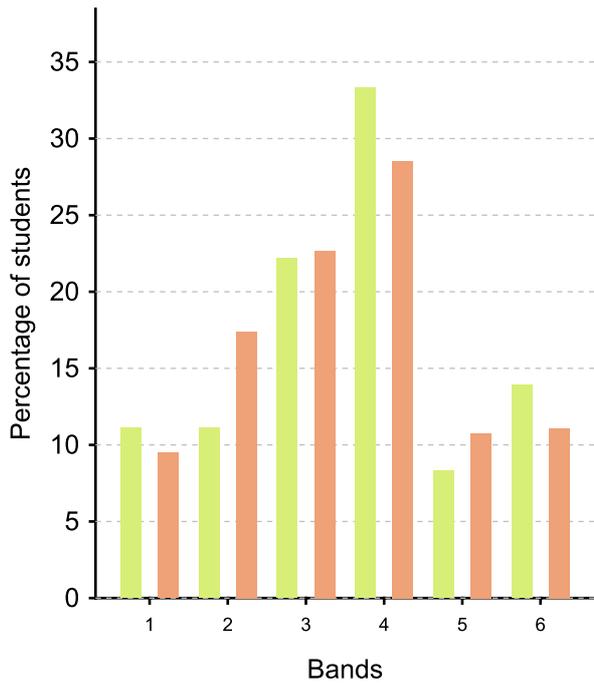
	2016 Actual (\$)
Base Total	2 022 040
Base Per Capita	17 713
Base Location	0
Other Base	2 004 326
Equity Total	739 013
Equity Aboriginal	27 120
Equity Socio economic	437 305
Equity Language	101 198
Equity Disability	173 389
Targeted Total	44 566
Other Total	402 830
Grand Total	3 208 450

School performance

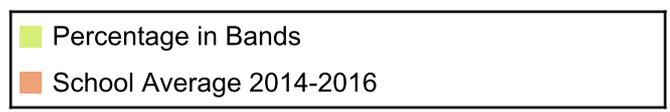
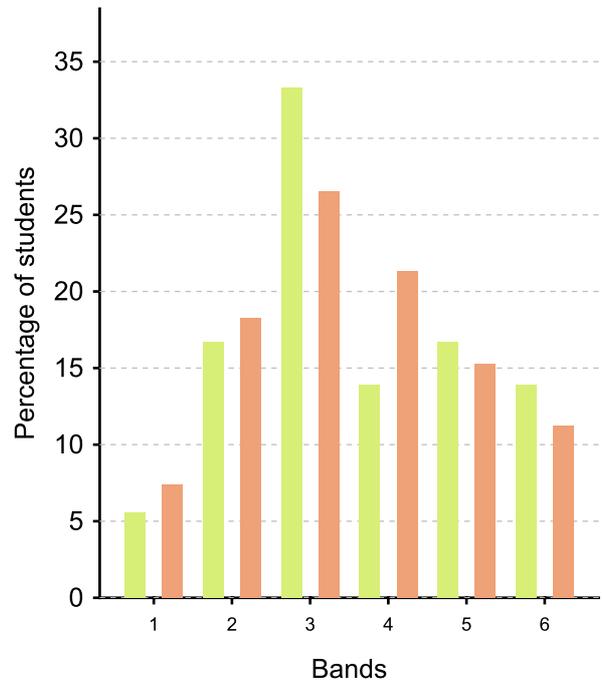
NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

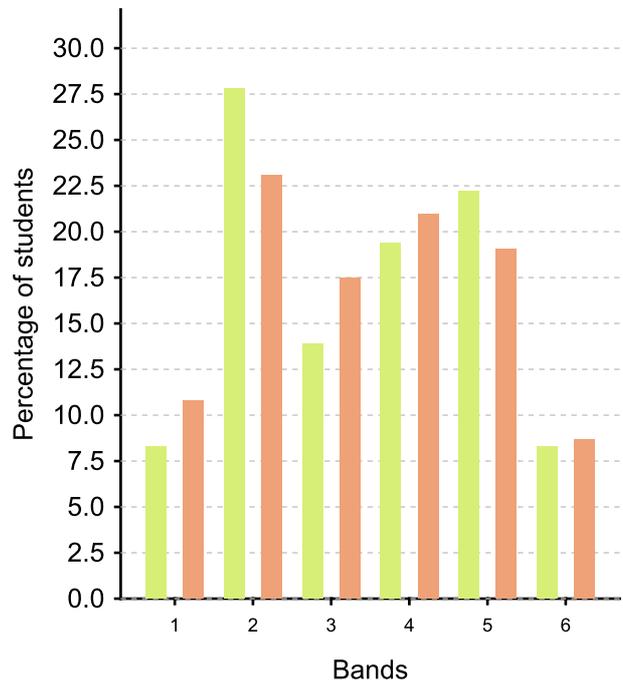
Percentage in bands:
Year 3 Grammar & Punctuation



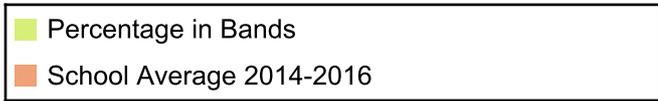
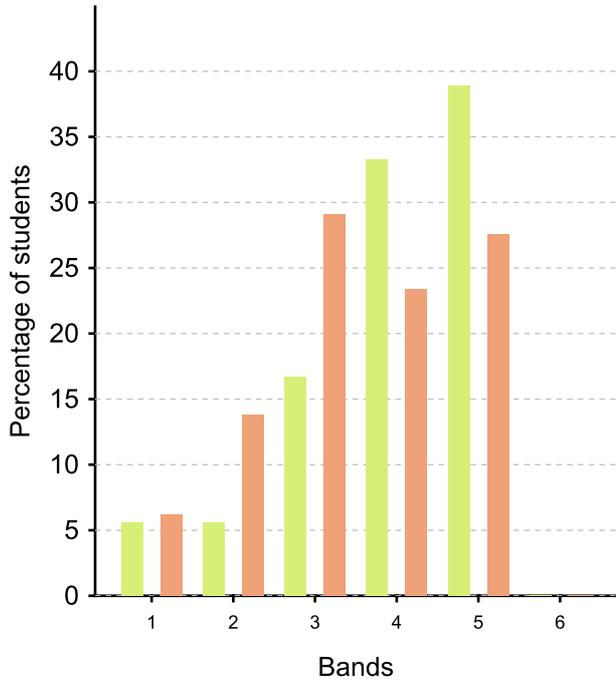
Percentage in bands:
Year 3 Reading



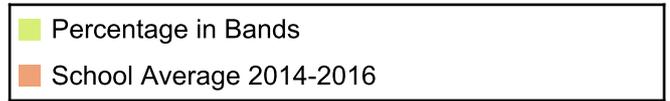
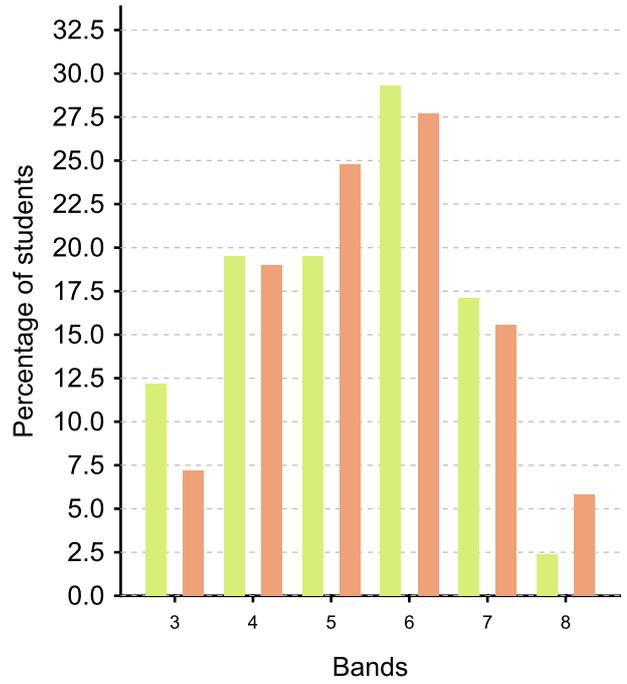
Percentage in bands:
Year 3 Spelling



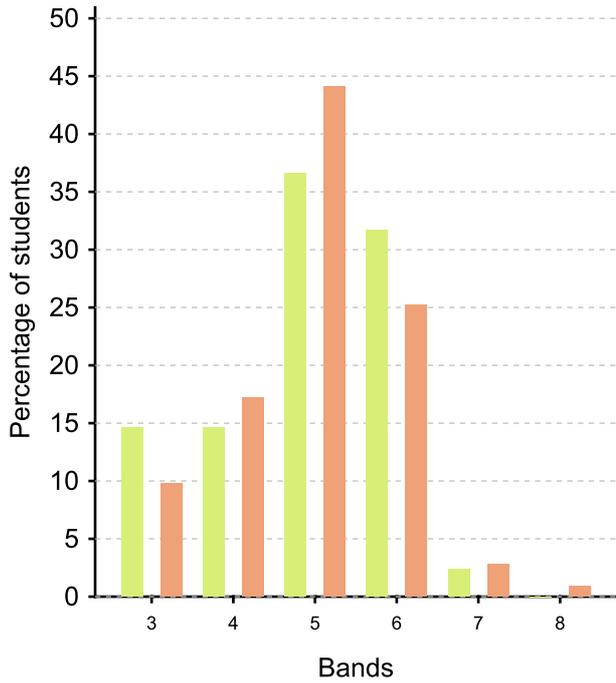
Percentage in bands:
Year 3 Writing



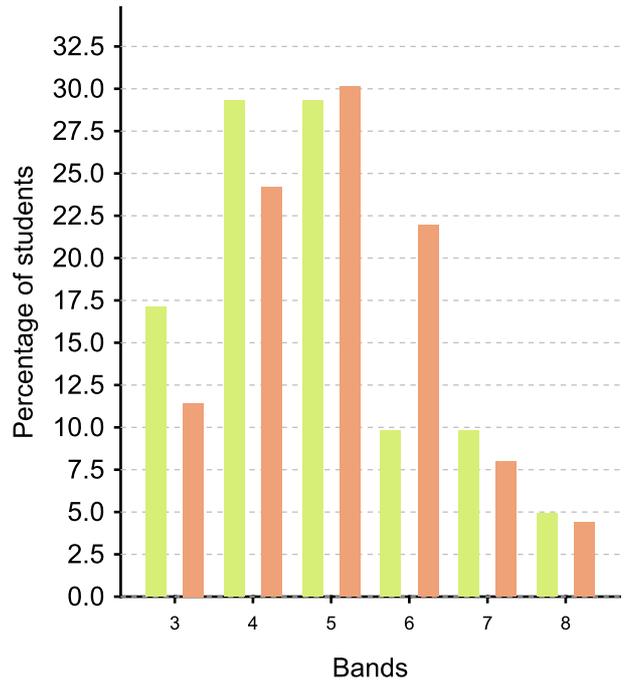
Percentage in bands:
Year 5 Spelling



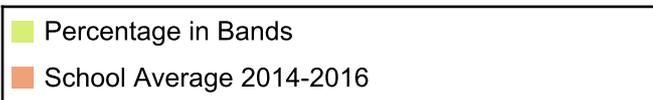
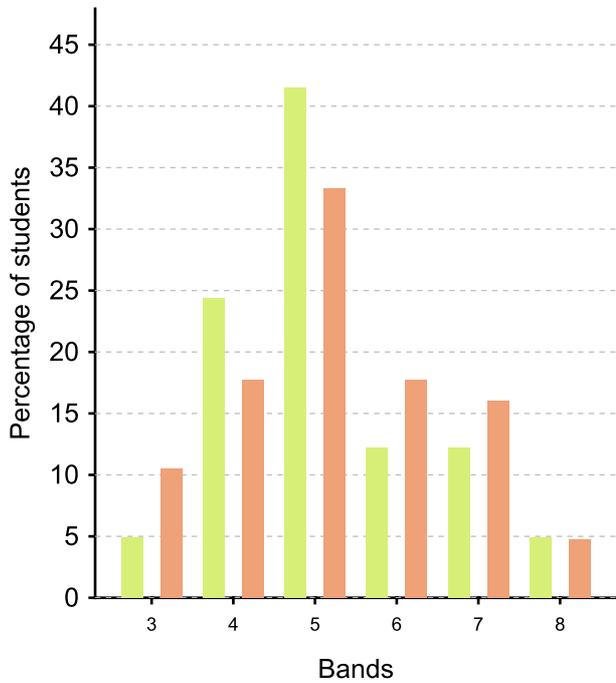
Percentage in bands:
Year 5 Writing



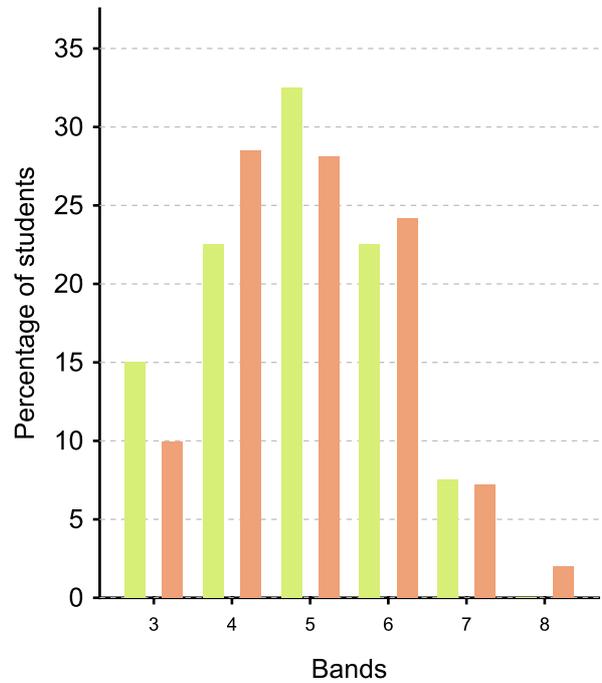
Percentage in bands:
Year 5 Reading



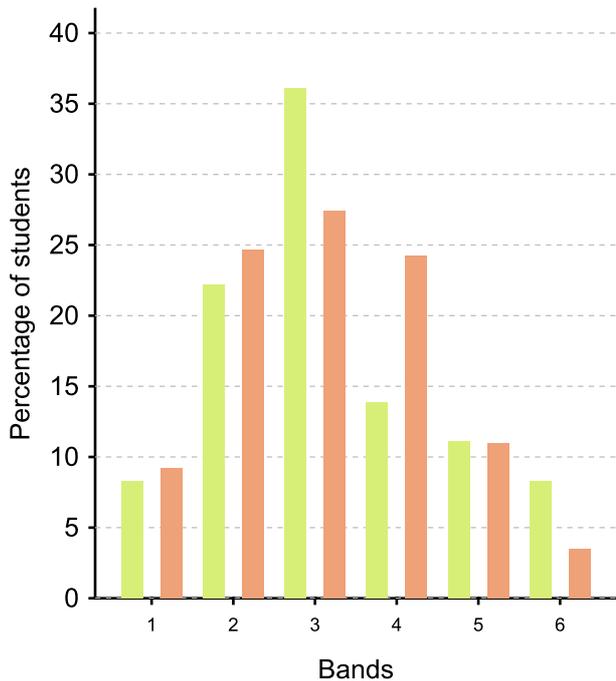
Percentage in bands:
Year 5 Grammar & Punctuation



Percentage in bands:
Year 5 Numeracy



Percentage in bands:
Year 3 Numeracy



The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link <http://www.myschool.edu.au> and insert the school name in the Find a school and select GO to access the school data.

Policy requirements

Aboriginal education

Dawson Public School has an active Aboriginal Education committee to promote a positive and inclusive school culture and support the learning of our Aboriginal students. All class teachers develop personalised learning plans (PLPs) in consultation with the children's parents or caregivers. In 2016, members of the Aboriginal education committee delivered follow up professional learning to the staff in the *8-ways framework*, which is a NSW Department of Education initiative that allows teachers to include Aboriginal perspectives by using Aboriginal learning techniques. All classroom teachers are now incorporating the 8-ways pedagogy in their teaching and learning programs. All students in the school participated in NAIDOC celebrations which enhanced their knowledge of Aboriginal history and culture.

Multicultural and anti-racism education

Dawson Public School has 3 designated Anti-Racism Contact Officers (ARCO) to promote anti-racism initiatives across the school. They have all received ARCO training. We have many students from culturally diverse backgrounds and support a culturally inclusive curriculum with teaching programs that promote intercultural understanding and skills. All staff have received training in intercultural understanding and Teaching English Language Learners (TELL). In 2016 we formed a multicultural committee to promote understandings of culture and cultural diversity and strengthen relationships between the school, parents and community members from culturally diverse backgrounds.